DOCUMENT RESUME

ED 134 804 CE 009 913

AUTHOR Gibson, Robert L.; Mitchell, Marianne H.
TITLE Identification of Effective Concepts and Practices in Placement and Follow-Up Services and Incorporation into Pre and/or Inservice Training of Local Personnel to Implement Local Placement and Follow-Up Efforts. Technical Report.
INSTITUTION Indiana Univ., Bloomington. Dept. of Counseling and Guidance.
PUB DATE Feb 76
NOTE 31p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Counselor Role; Counselor Training; Employment Counselors; Guidance Functions; Guidance Services; *Job Placement; Post Secondary Education; Program Design; *Program Effectiveness; Secondary Education; State Surveys; *Student Personnel Services; *Student Placement; Success Factors; *Vocational Followup
IDENTIFIERS Indiana

ABSTRACT

A study was conducted to identify placement and followup practices common to successful programs, and to strengthen those aspects of pre- and/or inservice training which prepare local counseling and guidance personnel to function more effectively in implementing local placement and followup efforts. A total of 3,218 schools from 26 states were initially surveyed. Detailed data were collected from 130 of these schools or school systems. Followup visits were made to 11 of these. Additionally, information gathering visits were made to three State Departments of Public Instruction. Review of the data collected from these sources indicates that school placement and followup programs, regardless of size or setting, still place more emphasis on curricular and college placement and followup than on employment placement and followup. The more successful placement services seemed to proceed by (1) appointing advisory committees; (2) undertaking surveys of student needs and employment opportunities; (3) communicating the program to students, parents, and employers, as well as to school faculties; and (4) organizing and administering the actual placement and followup of students. It was found that the majority of those responsible for employment placement had little specific training and often limited experiences relevant to this activity. A placement handbook entitled "A Guide to Developing School Based Placement and Follow-Up Programs" was prepared and distributed. (TA)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

11.2.5A

ED134804

TECHNICAL REPORT FOR A PROJECT ENTITLED

IDENTIFICATION OF EFFECTIVE CONCEPTS AND PRACTICES IN PLACEMENT AND FOLLOW-UP SERVICES AND INCORPORATION INTO PRE AND/OR INSERVICE TRAINING OF LOCAL PERSONNEL TO IMPLEMENT LOCAL PLACEMENT AND FOLLOW-UP EFFORTS

Department of Counseling and Guidance
Indiana University
Bloomington, Indiana

February 1976

Project Directors: Dr. Robert L. Gibson
Dr. Marianne H. Mitchell

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

CE 009 913

ACKNOWLEDGEMENTS

The project staff and assistants wish to acknowledge the assistance and contributions made to this project by:

Mr. Richard Wysong, Federal Project Director
State Board of Vocational and Technical Education

Dr. Fred McCormick, Evaluative Consultant
Educational Management Services, Inc.

The Guidance and Counseling Committee of the
Commission on Research and Service, North
Central Association of Colleges and Schools

All the contributing schools and school systems
and State Departments of Public Instruction

TABLE OF CONTENTS

I. Background of the Problem (Rationale) 1

II. Related Research and Writing. 3
(Research in placement and follow-up; programs, experimental, etc.)

III. Project Description 7

A. Objectives. 7
B. Procedures. 8
C. Personnel 11

IV. Project Outcomes. 14

A. Data Summary 14
B. Program descriptions 18
C. Conclusions, Implications and Recommendations. 21

V. Appendices 22

I. Background of the Problem

The importance of placement and follow-up services in comprehensive systems of guidance, especially as related to programs of vocational education and career planning, is significant to human resource development in the State of Indiana. Ohlsen (1974) has noted in Guidance Services in the Modern School, that without adequate placement services young people have little direction in their job seeking activities, have difficulty in obtaining employment, and all too frequently, drift into unproductive or undesirable activities. Further, after consistent early failures many youths begin to believe that they are unworthy of employment not only now but in the future. Tolbert (1974) in Counseling for Career Development, has noted that planned placement should be an invaluable part of the guidance process for school youth for it not only helps the young job seeker evaluate and resolve many immediate problems in his initial job seeking efforts, but also serves as a learning experience in developing skills to deal with future ones. While these and other authors [Gibson (1972); Hollis (1971); Mitchell et al. (1974), and Hill (1974), to mention but a few] have testified to the importance of placement in human resources and career development, the fact remains that this is a seriously neglected activity in most school guidance programs, and additionally in most programs of counselor education.

This neglect was noted in the 1973 report of the Committee on Guidance and Counseling of the North Central Association of Colleges and Schools, advising school guidance programs to increase their relevance and effectiveness not only in career guidance, but also in related placement and follow-up activities. Additionally, they suggested a commensurate need for counselor educators and counselor education programs to similarly increase their relevance and effectiveness in this area of counselor training.

The Nationwide Study of Student Career Development by Prediger, Roth and North (1973), reported a sharp contrast between youth's need for career planning and the

help received. This study confirmed that youths were seriously deficient in knowledge about the world of work and career planning and that they were unable to cope with the career development tasks posed by society during the difficult high school to post-high school transition and placement period. They recommended the reorientation of the traditional school counseling model to provide increased as well as more realistic assistance in career guidance and placement and to initiate significant changes which would, in effect, increase the effectiveness of counseling youth for today's world of work.

Two of the authors of this report, Gibson and Mitchell, noted in the U.S. Office of Education study "A Comparison of Common Educational-Vocational Problems of Secondary School Youth in the USA and the British Isles" (1970), that a high priority problem with youths in both countries was their concern for appropriate occupational placement upon leaving school. However, U.S. youth, in contrast to their British counterparts, anticipated little assistance from their secondary schools in dealing with this concern.

Buckingham reported in her study (1973) and publication Placement and Follow-Up in Career Education, "that experience in placing students in employment and following students after they leave an institution is still largely undeveloped." This report suggested that since "Career education has as its purpose the preparation of students for careers, and the successful placement of each student on the next rung of a career ladder is the only way of knowing that the preparation at one stage has been completed. Placement can hardly be considered in any other way than as an integral part of the career education process regardless of the level of education involved." It was also indicated that "placement and follow-up are inseparably linked in career education. Students are never placed and forgotten."

Reflecting a national concern, the recent (1974) priority guidelines for research projects from the Department of Health, Education and Welfare stated that "comprehensive systems of guidance, counseling, placement and follow-up services

for students and adults need to be improved."

In summary, massive resources have been committed in recent years to the development of programs of career education and related programs of career guidance. However, despite the fact that placement and follow-up are an inherent link in any comprehensive program of career education and guidance, there is clear evidence that those activities have been neglected in programs of guidance in school systems and in counselor education programs in institutions of higher education as well. Improvements must be made. Guidelines for such improvements may be suggested through studies which identify the characteristics of successful programs and factors contributing to the development and success of these programs. Such knowledge about successful programs can be utilized in a state-wide effort in Indiana to improve existing programs, to develop effective new programs, and to improve the training of those personnel who would serve such programs. This report, therefore, describes such a study as a component of a comprehensive effort to effect a coordinated, state-wide, multi-level system for guidance, counseling, placement and follow-up.

II. Related Research and Writing

A variety of placement activities reported in publications or research reports were reviewed by the project staff. These include those previously mentioned in Section I (Background of the Problem) of this report. Additionally, the Minnesota Research Coordinating Unit for Vocational Education reported in August 1973, the results of a pilot test of a procedure for conducting a school-based follow-up of former high school students to obtain information about their educational and employment activities. Students were asked for name, address, parents' address and phone, special needs, and their educational program during high school. At the time of assessment they were asked for an employment and educational activities history since leaving high school and a description of their present educational and employment status.

The American Institute for Research in the Behavioral Sciences reported a

National Institute of Education study (1973) of periodic surveys over a five-year period of results of inventories administered to 108,000 individuals as a follow-up to Project Talent. This study attempted to relate aptitudes, interests, education and occupational choices.

The Nassau County Board of Education reported a follow-up study of vocational-technical high school students in Nassau County (1973). Findings are presented based on a survey of work experience of persons who completed or dropped out of industrial and technical vocational programs in Nassau County's high schools during 1965-1969. The report covers, as of 1970, the labor force status of these former students and the kinds of jobs they held. It seeks to determine the extent to which their jobs were related to their high school training and, where they were unrelated, the reasons for that. Earnings in related and unrelated jobs are compared, and the contribution of vocational education in meeting needs for skilled craftsmen is considered. The report also summarizes the opinions of the former students about their vocational education experience.

Bucks County Community College (Pennsylvania) reported a follow-up study which focused upon non-academic attrition during the period 1965-1972. The results indicated that the primary reason for withdrawal was employment and the second was transfer to another college.

G. Brian Jones and others (1973) reported a U. S. Office of Education study. This study synthesizes evidence on the realignment of practical career guidance, counseling, and placement that has occurred since 1968 for non-college bound students. This study examines and classifies 13 guidance programs, according to whether they emphasize vocational choice, vocational development, employability development, or placement and follow-up. The second section of the report specifies factors related to the integration of practical career guidance for non-college bound youth. The final section provides a model for systematic planning, structuring, and evaluating of career guidance, counseling and placement for this

student population with an emphasis on the importance of self-concept in vocational development.

Howard Rosen (1971) reported findings that underscore the need for linking counseling and labor market information. Grant Wood (1970) discussed the problems, practices and perceptions of Missouri counselors in the selection, placement and follow-up of vocational education students. Jesse Defore discusses in the Journal of Engineering Education (January 1974) the responsibility of technology educators for improving their relationships with the employers of school graduates, involving the conduct of efficient placement and follow-up activities, acquaintance with manpower and training information, development of new curricula and facilities, and offering of continuing education programs. Ray Wasil discussed in the publication School Shop (December 1973), the need to commit money and manpower toward developing a vocational placement and follow-up structure within every school district, involving the teacher, business, industry, and at least one placement specialist. The sole function of the placement specialist would be vocational placement.

Nicholson, in Agricultural Education (June 1973) discusses five reasons for keeping placement and follow-up services within schools. Wiley presented, in an M.A. thesis at Newark State College (1974), a comprehensive job placement program for a community college. He noted that seniors participating in the employment preparation phase were most successful in gaining employment commensurate with their preparation than were students who choose to bypass the opportunity. Where students had strong faculty support through the placement preparation process, they tended to be among the most successful in gaining adequate employment.

Holland reported in a National Institute of Education study (1973) that the understanding of careers requires both organizational and developmental strategies and models as bases for intervention. He employs student assessment, environmental assessment, and environmental redesign to formulate a high school vocational program with the following components: (1) placement and work experience service;

(2) translation service; (3) environmental design service; (4) trouble-shooters; and (5) staff relationships. This plan can be easily modified for other age groups.

The Delaware State Board for Vocational Education suggested in a publication (June 1973) that career guidance and job placement are integral elements of the career education concept. Career decision making, a major component, includes learning about self, the world of work, and the interrelationship of these factors. The total professional staff, including a placement coordinator, should be involved in a team approach to serve all students. Personality characteristics and training requirements of the coordinator are described. The coordinator's responsibilities focus on curriculum development and require input from employers, community agencies, parents, and students. Rational procedures for implementing follow-up activity must be an integral part of the total system.

Greenfield Community College (Massachusetts) reported a model program of occupational exploration was conducted for students enrolled in a two-year college and unsure of their vocational goals. The heart of the academic program was a six-credit sociology of work course involving the psycho-socio-economic aspects of work. Supplementing this course were three other courses. Three components supplementing the classroom activity of the sociology of work course were eight mini courses, independent study, and an extensive, full-time volunteer work placements.

Hopkins reported in a U. S. Office of Education study (June 1973) a youth career action program as an example of a vocational education program that can be implemented within a large city in conjunction with a secondary school district. The YCAP center provides a clearly designated place for hard-to-place young people-primarily those who are under-educated, economically disadvantaged, and have little concept of work and employer expectations--to come for highly individualized services relating to vocational and educational development. The specific goal of YCAP is to be a focal point for school, government, and community efforts to aid the target population. The program annually helps at least 1,000 young people to

prepare for entry into suitable jobs and plan for satisfactory careers.

Karen Cooper and others describe (Journal of Business Education, January 1974) a program in which three teachers established a job placement service for high school business graduates in a community changing from rural to suburban character. The service provided a function needed by the students, helped businesses become aware of a source of employees, and enabled the teachers to earn graduate credit.

In summary, these and other studies indicated an interest and concern for effective practices in placement and follow-up at both the secondary and post-secondary levels. This report describes a study to identify placement and follow-up practices common to successful programs.

III. Project Description

A. Objectives

The general purpose of this project was to strengthen those aspects of pre and/or inservice training which prepares local personnel to function more effectively in implementing local placement and follow-up efforts.

Two major objectives were appropriate to this purpose and to a priority area of the State project as follows:

OBJECTIVE 1. To identify successful programs in placement and follow-up and their specific practices for:

(a) The assessment of pupil aptitudes, interests and other characteristics for more effective career planning and development.

(b) The guidance and placement of pupils with appropriate aptitudes, interests and other characteristics into appropriate training programs and/or career opportunities.

(c) The placement and follow-up of pupils in occupations or

further educational opportunities commensurate with their preparation, interests and abilities, and in which stability and upward mobility is evident.

(d) The recognition in practice of the relationships between manpower needs and other employment information and school placement activities.

OBJECTIVE 2. To incorporate the findings of OBJECTIVE 1 into (a) the university pre-service counselor training program, and (b) the inservice training of local school guidance personnel to implement local placement and follow-up efforts.

B. Procedures

The specific procedures for accomplishing the objectives of the project were as follows:

1. An advisory committee which included employment personnel, local school systems, the Departments of Vocational Education and Counseling and Guidance of Indiana University, and the North Central Association of Colleges and Schools (Guidance and Counseling Committee), served the project staff.

2. An extensive survey to identify successful programs of placement and follow-up, their specific practices and influencing factors was conducted as follows:

(a) Appropriate offices of all State Departments of Public Instruction in the United States were contacted with a request for identifying schools with highly successful placement and follow-up programs in their respective states.

(b) As an implementation strategy to further insure the identification of successful programs and practices, the Guidance and Counseling Committee of the North Central Association of Colleges and Schools

agreed to survey the approximately 6000 member secondary schools of that Association.

3. Instruments (see Appendix A) and procedures were designed to gather data relevant to the project's objectives from the schools and programs identified in the previous procedural step "B."
4. Those programs judged "especially successful" were studied further to additionally identify factors responsible for the "special" success of these programs.
5. An exhaustive literature search and review of recent research and writings (utilizing the Indiana University ERIC computer probe system) was used in an attempt to further identify new, innovative and successful approaches for developing effective programs of placement and follow-up.
6. The gathered and summarized data collected in the preceding prodedural steps were reviewed at this point by the project advisory committee and special consultants for the purpose of:
   (a) The identification of effective concepts and practices in placment and follow-up services.
   (b) The development of guidelines for the incorporation of these concepts and practices into pre and/or inservice training of local personnel to implement local placement and follow-up efforts.
7. The application of the guidelines developed (see prodedural step "6") for the incorporation of successful concepts and practices into training were implemented as follows:
   (a) Preservice Training: The Department of Counseling and Guidance of Indiana University is moving to strengthen those aspects of counselor training that prepare counselors to initiate and implement effective placement and follow-up practices. In this regard, counselors-in-training

(1) have become more knowledgeable about current manpower needs, employment patterns, trends, and forecasts and about the continuing sources of such information and its utilization in a comprehensive system of guidance, placement and follow-up.

(2) have become more familiar with the successful programs and practices in placement and follow-up.

(3) have increased their ability to assist students obtain suitable work experiences utilizing proven and appropriate job placement procedures.

(4) are able to conduct meaningful follow-up studies and to utilize data from these studies in the improvement of comprehensive programs of counseling and guidance including career planning and placement.

(5) are able to contribute to student assessment by learning to administer and interpret the results of vocationally related tests and other instruments and to assist youth in making use of the results in career planning and placement and in the conduct of meaningful follow-up studies.

(6) are learning to use a variety of techniques designed to collect employment information about the local community and will be able to utilize such information in developing effective programs of pupil placement.

(7) are acquiring an understanding of the functions of other agencies as they seek to serve the placement needs of youth.

(b) Inservice Training: Practicing school counselors in interested school systems in the State of Indiana will also have opportunities to acquire or improve their skills in those competencies identified in "(a) (7)".as appropriate to the improvement of their local school

system's program of placement and follow-up.

8. A major dissemination effort for this project has been the publication and distribution of a placement handbook entitled A GUIDE TO DEVELOPING SCHOOL BASED PLACEMENT AND FOLLOW-UP PROGRAMS. Copies are currently being distributed to vocational schools, school counselors, vocational educators and counselor educators and other educators as appropriate in Indiana and, in response to requests, other states and foreign countries as well.

   Dissemination of the project findings, including new or innovative concepts and practices, have also been planned for professional meetings and workshops, through articles and papers to be submitted for publication, and through this final report and abstracts of this report which will be made available. It is anticipated that articles describing the project and its outcomes will be of interest to readers of professional periodicals in counseling and guidance and vocational education.

C. Personnel

Professional staff of the project were as follows:

Principal Investigator:

ROBERT L. GIBSON, Ph.D., Chairman and Professor, Department of Counseling and Guidance, Indiana University, has directed various research studies including "Comparing Techniques for the Solution of Similar Vocational Problems of Disadvantaged Youth in the United States and British Isles" (USOE), and "Career Problems of High School Leavers" (Ford Foundation); has served as consultant to various school systems and agencies on career development and vocational guidance; has published various articles and books, including Career Development in the Elementary School (Merrill and Co., 1972), Human Resource Development in Schools (Jones-Wadsworth Co., 1971), and Techniques of Guidance for Student Assessment (Science Research Associates, 1966).

Director:

MARIANNE H. MITCHELL, Ed.D., Associate Professor of Education, has directed several studies, two of which are "A Comparison of Pupil Personnel Services in Selected School Systems in the United States and the British

Isles" and "Comparison of Guidance Activities in Selected Foreign Countries with the United States." She was co-director on the Ford Foundation study "A Follow-Up of Gifted Secondary School Dropouts" and has published several books: The Counselor and Sexuality (Houghton-Mifflin, 1973), and The Development and Management of School Guidance Programs (W.C. Brown, 1973). She is consultant to the North Central Association of Colleges and Schools Committee for Research and Standards in Guidance and Counseling for "Career Development Problems of Girls."

Project Associates:

DARINE F. BROWN, Ed.D., Associate Professor of Education, Director of Counselor Training Programs funded by USOE, NDEA, and EPDA programs. Evaluation consultant for simulation teaching package, "Increasing Occupational Awareness" for junior and senior high school students. He has been teaching Occupational Information and Career Development in the Counselor Education program for several years. He has conducted workshops for teachers and counselors utilizing simulation materials for increasing their skills in assisting their students in career planning, including placement.

PAUL F. MUNGER, Ph.D., Professor of Education, Indiana University. Eight years vocational counselor with Veterans Administration and the University of Toledo. Director of METRO project (Research in Manpower Development funded by U.S. Department of Labor). For last eight years, he was a consultant for Regional and National Offices of the U.S. Department of Labor.

THOMAS R. WHITE, Ph.D., program administrator of Vocational Education, has experience in cooperative vocational education both at the local and university levels. He has presented concepts of career education to various student groups and can lend expertise in the area of placement in the world of work.

RONALD D. BAKER, Ph.D., Associate Professor of Education, has experience as research supervisor in the School of Education, Stanford University, experiments in vocational problem solving for stimulating occupational information seeking and interests. He has served as consultant with the Career Guidance Committee, Scientific Manpower Commission, Washington, D. C. He also served with J.D. Krumboltz on contract, "Vocational Problem-Solving Experiences for Stimulating Career Exploration and Interest," Phases I and II, from the U.S. Department of Health, Education and Welfare. Cooperated on publication with J.D. Krumboltz on Vocational Guidance for a New Age (Houghton-Mifflin).

Chief Project Assistant:

MRS. MARIE C. SHAFE, M.S., Doctoral candidate in Counseling and Guidance; previous experiences as a Department of Public Instruction intern, secondary school teacher and counselor, and coordinator for Program of Educational and Career Exploration, Bibb County School System (Macon, Georgia).

Project Assistants:

MISS DARLENE GERSTER, M.S., Doctoral candidate in Counseling and Guidance, previous experience as a secondary school teacher and counselor.

MISS BARBARA JANE MOORE, M.A., Specialist candidate in Counseling and Guidance.

MISS JULIETTE WILSON, Ed.S., Doctoral candidate in Counseling and Guidance.

PROCEDURAL TIME TABLE OF THE PROJECT

(September 1, 1974 through January 31, 1976)

DEVELOPMENT PHASE (September 1, 1974 to December 31, 1974)

- Organizational and planning meetings with advisory committee
- Identification of successful programs in placement and follow-up as recommended by State Departments of Public Instruction
- Identification of successful practices in placment and follow-up in secondary schools of the North Central Association of Colleges and Schools
- ERIC probe, literature and research search
- Development of appropriate data collecting instruments and procedures (and time tables for data collection)

DATA COLLECTION AND INTERPRETATION PHASE (January 1, 1975 to October 31, 1975)

- Data collection activities
- School visitations
- Meetings with advisory committee members, consultants, and State Department of Public Instruction representatives
- Summarization, organization and interpretation of data

APPLICATION PHASE (November 1, 1975 to December 31, 1975)

- Preparation of drafts of handbook and final report
- Development of guidelines for incorporation of findings into pre and inservice training programs
- Application of guidelines to (a) the preservices counselor train-

ing program of Indiana University and (b) the inservice training program of personnel in selected school systems in Indiana

- Continued meetings with advisory committee members and consultants

EVALUATION AND DISSEMINATION PHASE (January 1 to 31, 1976)

- Preparation and publication of placement handbook and project final report
- Dissemination of results of the study

IV. Project Outcomes

A. Data Summary.

A total of 3,218 schools from 26 states were initially surveyed in this project. Detailed data were collected from 130 of these schools or school systems (as noted in Appendix B). Follow-up visitations were made to eleven of these. Additionally, information gathering visits were made to three State Departments of Public Instruction. The data collected from these sources are reported in this section.

Table 1 summarizes and compares questionnaire responses from schools categorized according to size. Large community schools were designated as those in cities of over 100,000 population, medium sized as encompassing the range 5,000 to 100,00 and small community schools are those representing towns of less than 5,000.

As may be noted in this Table (1), the probable availability of full-time placement services appears to increase with school size. However, while a designated placement specialist was reported in 70% of the small and large schools in the sample, only 36% of the medium schools had a faculty member specifically responsible for this activity. More of the large schools (67%) have designed placement as a special activity with its own director or coordinator. Medium sized schools were more active in all follow-up activities surveyed except post-secondary educational placement (where they reported 58% involvement contrasted to 59% by smaller schools).

Larger schools reported more activities in all of the areas of employer relationships areas surveyed.

TABLE 1

	Small Schools	Medium Schools	Large Schools
1. School placement activities include:			
a. curricular placement	80%	88%	93%
b. college placement	91%	93%	87%
c. employment placement (full-time)	39%	53%	80%
d. employment placement (part-time)	66%	86%	83%
2. School has a designated faculty member responsible for placement	70%	36%	70%
3. Placement and follow-up activities are viewed as:			
a. an integral part of the school guidance (or pupil personnel services) program	89%	78%	93%
b. a special activity with its own coordinator/director and program faculty/staff	20%	32%	67%
c. a phase of a career education program	30%	54%	21%
d. a primarily administrative activity	20%	17%	37%
e. the students and parents responsibility with little planned assistance from the school beyond schedule placement	27%	24%	23%
4. A systematic on-going follow-up program assesses:			
a. post-secondary educational placement of all pupils	59%	50%	53%
b. post-secondary educational progress of a sample of pupils	43%	51%	43%
c. occupational placement of all working former students	14%	46%	47%
d. reports of those follow-up studies are regularly prepared	45%	68%	22%

	Small Schools	Medium Schools	Large Schools
e. these reports are regularly used as one resource for increasing program effectiveness	43%	51%	21%
5. Employment effectiveness is facilitated by:			
a. conducting area employment surveys	36%	63%	80%
b. alerting potential employers to student availability	82%	69%	83%
c. coordinating efforts with local employment offices	41%	63%	73%
d. job placement activities which are attuned, in practice, to local manpower needs and trends	43%	51%	67%

Table 2 presents another summarization of the data contrasting placement activities in schools in which minority populations comprise 25% or more of their total student enrollment. From this data it can be generally concluded that the placement needs and follow-up of minority youth are apt to be better served in the larger schools - for these youth and their schools it can be said that "bigger is better!"

TABLE 2

Placement and Follow-Up Activities Available to Minority Youth
(In schools where they comprise at least 25% of the Total Enrollment)

	Small Schools	Medium Schools	Large Schools
1. School placement activities include:			
a. curricular placement	51%	80%	100%
b. college placement	51%	100%	90%
c. employment placement (full-time)	0%	40%	60%
d. employment placement (part-time)	10%	70%	70%
2. School has a designated faculty member responsible for placement	40%	40%	60%

	Small Schools	Medium Schools	Large Schools
3. Placement and follow-up activities are viewed as:			
a. an integral part of the school guidance (or pupil personnel services) program	51%	70%	100%
b. a special activity with its own coordinator/director and program faculty/staff	10%	30%	30%
c. phase of a career guidance program	21%	40%	30%
d. a primarily administrative activity	0%	10%	0%
e. the students and parents responsibility with little planned assistance from the school beyond schedule placement	0%	20%	30%
4. A systematic on-going follow-up program assesses:			
a. post-secondary educational placement of all pupils	40%	40%	60%
b. post-secondary educational progress of a sample of pupils	21%	50%	20%
c. occupational placement of all working former students	10%	50%	80%
d. reports of those follow-up studies are regularly prepared	10%	20%	80%
e. these reports are regularly used as one resource for increasing program effectiveness	0%	20%	60%
5. Employment effectiveness if facilitated by:			
a. conducting area employment surveys	10%	50%	60%
b. alerting potential employers to student availability	10%	70%	90%
c. coordinating efforts with local employment offices	21%	50%	70%
d. job placement activities which are attuned, in practice, to local manpower needs and trends	0%	30%	50%

In addition to the data collected through questionnaires, the project staff and advisory personnel reviewed publications, materials, and reports received from various programs and collected additional data through visitations to selected sites. An analysis of this descriptive data indicated characteristics of programs. These are simply presented in outline form.

Characteristics of Programs in Schools in
SMALL SIZED COMMUNITIES

1. Advisory committee
2. Survey student needs
3. Survey employers - needs and positions available
4. Students make initial contacts with business to explain Placement Program (publicity)
5. Group meetings in preparation for employment (with students desiring employment)
6. Employability skills and competency-building classes
7. Systematic record keeping including student resumes, employer needs
8. Maintenance plan whereby employers and students contacted after placement completed to determine satisfaction of student placed and employer
9. Adjustment counseling available if problems or difficulties arise after placement completed

* *

Characteristics of Programs in Schools in
MEDIUM SIZED COMMUNITIES

1. Advisory committee
2. Pre-employment orientation program including human relations, consumer economics, employability skills, etc.
3. Publicity program includes periodic newsletter
4. Publicity program including civic organizations, school and parent groups, employers, media
5. Facilitation of business contacts (personal and telephone contacts)
6. Job placement coordinators within each school
7. Part of career education program
8. Both part-time and full-time placement

9. Centralized placement office
10. Testing for placement
11. Employability skills training unit
12. Systematic record keeping
13. Screening service for employers
14. Supervision of employed students
15. Adjustment counseling after placement
16. Job-related, personal and occupational counseling
17. Follow-up studies of sample of students
18. Evaluation program by outsiders and program participants
19. Adult placement program for adults in evening programs

* *

Characteristics of Programs in Schools in
LARGE SIZE COMMUNITIES

1. Survey students for needs
2. Survey needs of employers and positions available
3. Centralized placement office
4. Full-time and part-time employement available
5. Job placement coordinators within each school
6. Active, working relationship with school personnel (counselors, teachers, administrators)
7. Pre-work preparation for "educationally, socially and personally alienated" (disadvantaged???)
8. Placement for in-school students stressed

* *

CHARACTERISTICS OF PLACEMENT PROGRAMS IN
TWO-YEAR AND FOUR-YEAR COLLEGES

1. Career preview internships
2. Alumni advising system
3. Coordination of efforts with employment agencies
4. Screening interviews with placement counselors
5. Recommendations of applicants to employers
6. Career days
7. Occupational placement for students, spouses of students, and faculty
8. On-going follow-up of all (and sample) former students

9. Maintain placement credentials files (resumes, academic records, etc.) and sends file to employers upon request by placment service user
10. Secures recruiters and makes appointments for on-campus employment interviews
11. Educational progress assessment of continuing, transfer and drop-out students
12. Part-time and full-time employment service
13. Conducts area employment surveys (local, state, regional)
14. Group sessions regarding assessment of abilities and interests
15. Formal course which includes job interview aspects, employability skills
16. Resources files or library
17. Use of follow-up studies as resource for increasing program effectiveness
18. Individual and group counseling (personal, career, placement)
19. Newsletter of career conferences, civil service and other testing, job opportunities, trends in labor market, recruiter information, etc.
20. Systematically scheduled career seminars
21. Day-On-A-Job program
22. Community resource person program
23. Job indexing system--available positions and registrants desiring jobs
24. Information about employers--nature of service/product, type/size of company, job openings requirements, future potential
25. Information about economy and economic system; expectations of world of work
26. Skills and talents needed for job opportunities offered in group sessions and/or in seminars
27. Placement-oriented work-study programs
28. Career planning seminar including personal career needs, self-concept and self-awareness, value clarification (personal values in relation to job-career choice), decision-making skills, career information and planning
29. Publicity of services to campus and community business, industries, etc.

Conclusions, Implications and Recommendations

Review of the data collected indicates that school placement and follow-up programs, regardless of size or setting, still place more emphasis on curricular and college placement and follow-up than employment placement and follow-up. It can also be concluded that, generally speaking, the larger the school and community the more likely that placement and follow-up services will be available to students. While most school systems view placement and follow-up as an integral part of the school guidance program, larger schools are more likely to appoint a "specialist" to direct and coordinate these efforts. It is interesting to note that the availability of curricular and college placement increases for minority youth in medium and large-sized schools and communities, while employment placement services decrease. Further, the likelihood of these activities being available to minority youth in the small schools is significantly less than for small schools who do not have minority enrollments of at least 25%.

In contrasting the educational versus employment placement services, it should be noted that the vast majority of the schools have only recently initiated plans and programs to expand their placement activities to include employment placement and follow-up. As a result, there was less uniformity in program development procedures as well as practice in this phase of school placement programs. The more successful programs however, seem to proceed by first appointing advisory committees; second, undertaking surveys of student needs and employment opportunities; third, communicating the program to the students, parents and employers, as well as school faculties, and fourth, organizing and administering the actual placement and follow-up of students. Complementing career educational activities were noted in some, but not all of the schools. In some communities, the cooperation of local employment offices was noted. In others, there was a conspicuous lack of cooperation and in some instances, a confusion as to how the efforts of the local employment office could be more effectively coordinated with those of the school

placement office. It was also obvious that the vast majority of those responsible for employment placement had little specific training and often limited experiences relevant to this activity. Finally, it would appear that most schools in the study were increasingly conscious of the need to develop effective school placement and follow-up activities that included employment or career placement as well as curricular and college placement. Too, the initial results in most programs have been encouraging and a number of exemplary programs can be identified to serve as models for developing additional programs.

In concluding this technical report, the project staff would like to make the following recommendations:

1. That support monies for the continued development of placement and follow-up programs continue to be made available to schools and school systems for a minimum period of three years with particular attention to those schools and systems in economically depressed areas.
2. That efforts be undertaken to increase the effectiveness of employment placement and follow-up for minority youth.
3. That efforts be continued and accelerated to eliminate sex role stereotyping and bias in employment placement.
4. That models for integrating career education programs, counseling and guidance activities and placement services of schools be identified and communicated to practitioners and the general public.
5. That programs of counselor education be provided with data, guidelines and encouragement, as well as money, for staff retraining to develop placement expertise in their trainees.
6. That because of the long-standing emphasis on employment placement services for school age youth in school systems of the British Isles and western Europe, a comparative study be undertaken at the earliest opportunity to identify those practices in these school

systems that would have application potential for improving placement and follow-up services in the State of Indiana and other states of the United States.

APPENDICES

APPENDIX A

PLACEMENT SURVEY

Name of School _____

Address _____

Approximate Enrollment _____ Grades (check all that apply):

____ 7 ____ 8 ____ 9 ____ 10
____ 11 ____ 12

* *

Check any of the following activities which you utilize for pupil placement and/or follow up.

1. Pupil characteristics are assessed for placement purposes through:

____ scholastic aptitude tests
____ vocational aptitude tests
____ academic achievement tests
____ interest tests or inventories
____ personality tests or inventories
____ academic records
____ teacher ratings
____ anecdotal records
____ pupils' written self-assessment or personal preference statements
____ personal interviews
____ parental statements
____ special placement forms
____ other (please indicate):

_____

_____

_____

2. Pupils are assisted in their career and subsequent placement decisions through:

a. Scheduled interviews with counselors

____ as requested by students
____ as requested by parents
____ as requested by teachers
____ all pupils are regularly scheduled
____ most pupils are regularly scheduled

b. ____ group guidance meetings

c. ____ special classes (i.e., occupations, guidance, career, etc.)

d. ____ a coordinated career education program which encompasses all grades

Placement Survey (continued)

e. Specialized career information activities such as:

_____ resource files or library
_____ career days
_____ films and film strips
_____ "shadowing"
_____ "hands on" experiences
_____ work-study programs
_____ local manpower studies
_____ other (please indicate):

_____

_____

_____

f. Special attention given to the placement of student, according to their plans, interests and/or career goals in:

_____ appropriate curricular offerings
_____ clubs and activities
_____ post-high school educational institutions
_____ part-time employment
_____ regular job placement
_____ other (please indicate):

_____

_____

_____

g. _____ school job placement activities are attuned, in practice, to local manpower needs and trends

3. Is there a deliberate effort to place pupils according to their preparation, interests and abilities in

_____ occupations
_____ further educational opportunities

4. There is a systematic on-going follow-up program which assesses:

_____ post-secondary educational progress of all pupils
_____ post-secondary educational progress of a sample of pupils
_____ occupational placement and progress of all working former students
_____ occupational placement and progress of a sample of working former students
_____ reports of these follow-up studies are regularly prepared
_____ these reports are regularly used as one resource for increasing program effectiveness

APPENDIX B

INTERVIEW GUIDE

MATERIALS: Descriptions, Annual Reports, etc.

A. Describe your program of pupil assessment and how you relate it to effective career planning.

B. What specific guidance activities are designed to facilitate the placement of pupils in either educational or career settings commensurate with their aptitudes, interests or other characteristics?

C. How are the placement activities of your school coordinated with post-high-school educational and local area employment opportunities?

D. Describe the objectives and methodologies of your school's follow-up program and the purposes for which such data are used.

VE 009 913